

English Language Arts Summative Assessment

Paper-Pencil Test Administration Manual

Audio CDs are not available for the administration of the English Language Arts Session 2. The *ELA Test Administration Listening Transcript* is required to be used when administering Session 2.

2706849

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PART 1: INTRODUCTION

This manual provides an overview of the Summative Assessment paper test administration and supplements the *Online Summative Test Administration Manual*. Use this document to familiarize yourself with what your students will experience in participating in the assessment, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) should become familiar with this document well in advance of the test administration date so materials for distribution to students are prepared and made available prior to the administration of the test.

In addition to the *Summative Test Administration Manual*, guidance regarding accessibility resources—universal tools, designated supports, and accommodations—is provided in the *Usability, Accessibility, and Accommodations Guidelines* available on the portal. These guidelines define considerations for test administration in terms of universal tools, designated supports, and accommodations available during test administration. While the online test administration offers more flexibility, the static paper-pencil assessment administration is more limited than the current online test and future paper-pencil test options. Appendix A of this document provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the summative assessment results.

Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

Paper-Pencil Test Administration Manual

Table 1 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 1: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including, but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to turn to each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.

Requirement	Description
No answer key development	No form or type of answer key may be developed for test items.
DURING AND AFTER TESTING	
No access to responses	District Test Coordinators (DCs), School Test Coordinators (SCs), TAs, and other staff are not permitted to review student responses.
No copies of test materials	No copies of the test items, stimuli, reading passages, performance task materials, or classroom activity may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Test booklets, answer booklets, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Scratch paper must be collected at the end of each test session and then immediately shredded. For the performance task, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, scratch paper must be collected and securely destroyed to maintain test security.

VERIFYING STUDENT INFORMATION

TAs should verify student information upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, birthdate, etc.

PART 2: GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the paper-pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for paper-pencil testing. Information about the Practice and Training tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

STUDENT PARTICIPATION

Participation of Students with Disabilities and/or English Language Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English Language Learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Summative Assessments.

PREPARATION FOR THE ASSESSMENT

Before administering the assessment, make sure that you have the following materials available for students:

- A test booklet for each student
- An answer booklet for each student
- At least two sharpened No. 2 pencils
- Blank scratch paper for each student

All students enrolled in grades 3–8 and High School are required to participate in the English Language Arts Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed English Language Arts alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

GENERAL RULES FOR THE PAPER-PENCIL ASSESSMENT

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks will be presented as separate sessions. Students may not return to a test session once it has been completed.

The student test booklet, answer booklet, and this manual are secure. Maintaining

the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

TESTING TIMES

Table 2 contains the estimated times it will take most students to complete the Paper-Pencil Test. This information is for scheduling purposes only, as the **assessments are not timed**.

Table 2: Assessment Sequence—English Language Arts

ELA	Session 1	Session 2	Classroom Activity	Session 3 (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 90–120 minutes 	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 15–30 minutes 	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes or less Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	The Performance Task is presented in two parts. Recommendations: <ul style="list-style-type: none"> Administered in two sessions corresponding to Parts 1 and 2 of the PT Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2
Breaks within Sessions	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	NA	The PT is presented in two parts. Students can take breaks between Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	90–120 minutes	15–30 minutes	30 minutes or less	Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2

CLASSROOM ACTIVITY

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

There are many scheduling options for testing. States may suggest examples of how schools/districts can schedule different portions of the assessment and session times.

Recommended Order of Test Administration

The assessments are comprised of three sessions for ELA. The Performance Task (Session 3) contains two parts. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the non-PT portions of the test (Sessions 1 and 2) and Parts 1 and 2 of PT on separate days. For ELA, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, PT Part 1, and then PT Part 2. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration



Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).

- Students may take notes during the Classroom Activity, but the notes may not be used during the administration of the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- The Classroom Activity should only be administered to students once and is designed to be completed in approximately 30 minutes or less.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised. Providing students with additional information that isn't displayed in the prompt impacts the validity of results and could invalidate student tests.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Appendix G: Accessibility Guidelines for Classroom Activities* of the *Online Test Administration Manual* contains information on those student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

DIRECTIONS FOR ADMINISTRATION

Use the following information and script to assist students.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See page 5, Ensuring Test Security) TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. No test items can be read to any student for any content area, unless specified as an accommodation in the *Usability, Accessibility, and Accommodations Guidelines*.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

The material to be read aloud to the students is printed in boldface and is preceded by the word “SAY.” All other information is for the Test Administrator and should not be read to the students.

The TA must use the secure *ELA Test Administration Listening Transcript* to administer any ELA paper-pencil Session 2 test. The *ELA Test Administration Listening Transcript* contains the transcripts for the listening items that the TA must read during certain portions of the test. The *ELA Test Administration Listening Transcript* was included in the shipment with the other paper-pencil test administration materials.

PRE-ID LABELS AND BLANK PRINT-ON-DEMAND LABELS TO BE USED WITH TIDE

You will receive a combination of Pre-ID and blank print-on-demand labels with your testing materials.

Pre-ID labels should be affixed to student answer documents just prior to the time of testing. Blank print-on-demand labels can be used in conjunction with TIDE to print individual student Pre-ID labels that were not provided in the original Pre-ID shipment. For information on how to print out an individual student Pre-ID using TIDE, please refer to the *TIDE User Guide* which is posted on the portal.

Important steps to follow:


1. **Before testing**, TAs should ensure that students' Pre-IDs are affixed to subject and grade level appropriate answer documents for each student.
2. Test administrators should affix a Pre-ID label on the front cover of each student's appropriate grade level answer document in the box labeled "Place Student Barcode Label Here."
3. If a Pre-ID label is not available, TIDE should be used to create a student's Pre-ID label using the Pre-ID print-on-demand feature. This Pre-ID should then be affixed on the student's appropriate grade level answer document in the box labeled "Place Student Barcode Label Here."
4. Pre-ID labels **must be** used for each student's answer document.
5. **Do not let a student use any answer document that has another student's Pre-ID label on it.**

Below is an example of a student's Pre-ID label and answer document:

Pre-ID Label

SPRING 2015 STUDENT BARCODE

SMITH, JOHN, K
Dist/Sch: 999000
Demo School: 9000 Grd: 11 Gen: M
ID: 7222071383 DOB: 01/01/1998 Race: B Hisp/Latino: N



2015001710301562


Answer Document

**English Language Arts
Summative Assessment**

Paper-Pencil Answer Booklet
High School

Place Student Barcode Label Here

2706843



111A1B3000001

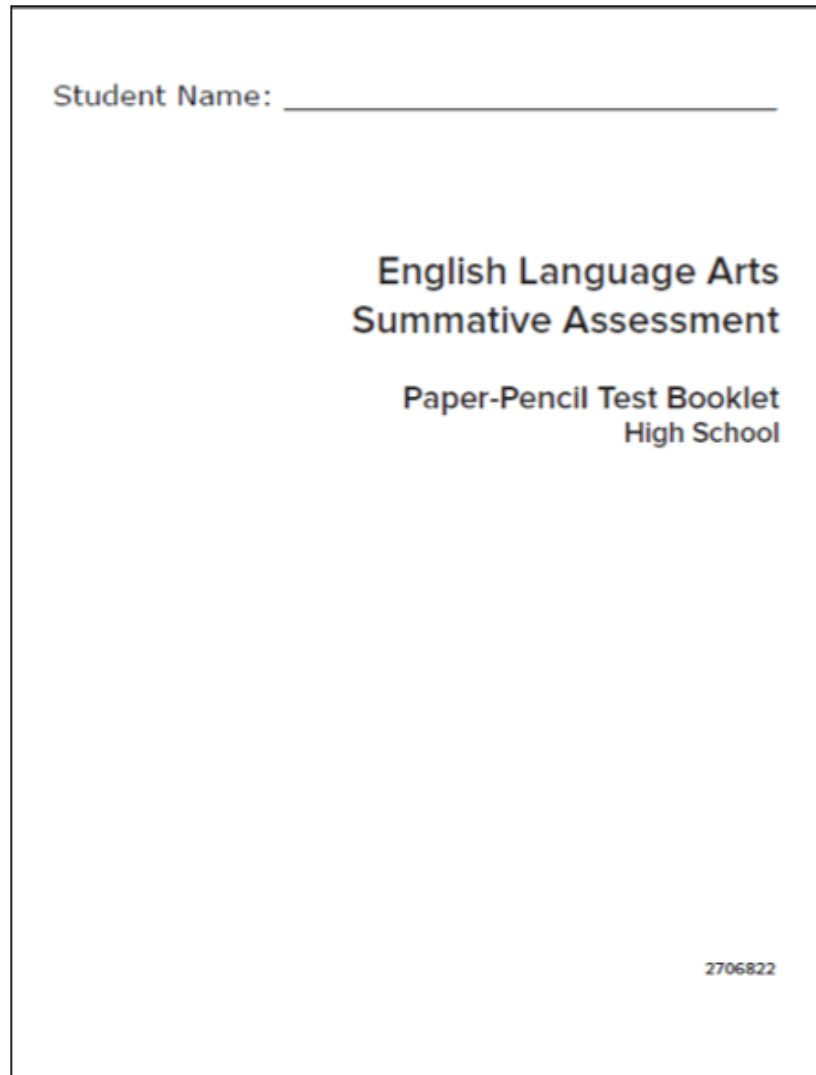
Preparing Test Booklets

Test booklets should have each student's name printed on them just prior to the time of testing. Students should use the same test booklet for each testing session.

Important steps to follow:

1. TAs should ensure that they have received the grade and subject appropriate test booklets for the testing session.
2. **Before testing,** TAs should print the first and last names for each student testing in the space provided, labeled "Student Name," at the top of the front cover of the test booklet.
3. If additional testing materials are required, TAs should contact their Test Coordinator.

Below is an example of the front cover of a test booklet:



The image shows the front cover of a test booklet. At the top, there is a line for the student's name, labeled "Student Name:". In the center, the text reads "English Language Arts Summative Assessment" and "Paper-Pencil Test Booklet High School". At the bottom right, there is a small number "2706822".

Student Name: _____

English Language Arts
Summative Assessment

Paper-Pencil Test Booklet
High School

2706822

Incomplete or Defective Test Materials

It is possible that a student might receive an incomplete or a defective answer document or test booklet. If material is incomplete or defective, follow these procedures:

Incomplete or defective answer documents: If a student discovers an incomplete or a defective answer document while taking the test, he or she should be given a blank answer document that has been checked to verify that it is not defective. The student should continue with the new copy. A Test Coordinator should later transfer all responses from the defective answer document to the one to be scored. The word “Defective” should be written across the defective answer document and on top of the Pre-ID label that was affixed to the front cover of the answer document. A new Pre-ID should be printed using TIDE and applied to the non-defective answer document for scoring. Return the defective answer document with other **nonscorable** materials.

Incomplete or defective test booklets: If a student discovers an incomplete or defective test booklet, follow the steps below:

- Give the student a new booklet that you have verified as accurate.
- Direct the student to write her or his name on the booklet.
- So everyone is clear about what has happened, tell the student that you will be making some changes on his or her materials because the materials were defective.
- TAs should collect the defective test booklet and write “Defective” on the cover in large letters. Make sure the defective test booklet is not distributed again but is put aside for later return with other nonscorable materials.

PART 3: ADMINISTERING THE ENGLISH LANGUAGE ARTS SUMMATIVE ASSESSMENT

GRADE 3, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 3, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 38 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 39 through 41. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 40 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 42 through 44. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 42 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 45 through 47. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 3, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes two sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read two sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 46. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 53 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 4, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 4, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 38 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 39 through 41. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 40 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 42 through 44. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 41 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 45 through 47. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 4, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 44. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 53 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 5, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 5, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 44 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 39 through 41. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the
classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 42 through 44. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 47 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 45 through 47. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

When the students have finished,

**SAY Stop. This is the end of the English Language Arts Summative Assessment,
Session 2. Please close your test booklet and answer booklet.**

Collect all test materials.

GRADE 5, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 52. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 61 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 6, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 6, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 44 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 40 through 42. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 46 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 6, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 50. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 59 in your test booklet. Now turn to page 8 in your answer document. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 7, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in your answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 7, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 42 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 43 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 7, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer two Research Questions. You can take notes on your scratch paper as you read the sources and answer the two questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 50. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 59 in your test booklet. Now turn to page 8 in your answer document. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 8, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 8, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 46 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 47 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 43 through 45. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 49 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the
classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 8, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 54. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 65 in your test booklet. Now turn to page 8 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

HIGH SCHOOL, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in your answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 37 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

HIGH SCHOOL, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 38 through 46 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 48 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you may play the audio CD or read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 38 through 40. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 50 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the
classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 41 through 43. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 52 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 44 through 46. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

When the students have finished,

**SAY Stop. This is the end of English Language Arts Summative Assessment,
Session 2. Please close your test booklet and answer booklet.**

Collect all test materials.

HIGH SCHOOL, SESSION 3 (PERFORMANCE TASK)

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read four or five sources and answer two Research Questions. You can take notes on your scratch paper as you read the sources and answer the two questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 56. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the

students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 67 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

PART 4: AFTER TESTING

ASSEMBLE MATERIALS FOR RETURN

After testing has been completed, prepare materials to be returned to the School Test Coordinator.

Check to make sure that all answer booklets have been removed from inside the test booklets.

Check answer booklets and test booklets to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on any pages. Check to make sure that no scratch paper was left inside the answer booklets. Remove any extraneous material.

Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.

Make sure that responses for students taking the Braille version of the test have been transferred to standard answer booklets.

CHECKLIST FOR TEST ADMINISTRATORS

- ☐ Alphabetize the test booklets. Remember to affix the student bar code label or complete the student-identifying information and return test booklets for all enrolled students, including those who do not participate in the English Language Arts Summative Assessment, and for whom tests will be invalidated.
- ☐ Return the stack of alphabetized test and answer booklets to the School Test Coordinator.
- ☐ Bundle all unused materials together and return them to your School Test Coordinator.
- ☐ Bundle together all of the scratch paper. This material is to be destroyed. Do not dispose of the scratch paper by placing it in the trash.

PART 5: APPENDICES

APPENDIX A: UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The Smarter Balanced Assessment Consortium's *Universal Tools, Designated Supports, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Summative Assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines'* focus is on universal tools and accommodations for the English Language Arts and literacy assessments. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Summative Assessments.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school or district should provide that information to its State. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

The Summative Assessments allow for accommodations. Accommodation resources are defined in Table 3.

Table 3: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Summative Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.
Designated Supports	Designated supports for the Summative Assessments are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). It is recommended that a consistent process be used to determine these supports for individual students. Designated supports need to be identified prior to assessment administration.
Universal Tools	Universal tools are available to all students based on student preference and selection.

For the Summative Paper-Pencil Assessment, the *Universal Tools, Designated Supports, and Accommodations* should be used to guide the use of all available universal tools, designated supports, and accommodations. Tables 4, 5, and 6 list and describe the resources that are available for the Summative Paper-Pencil Assessment along with considerations for planning and administration.

Table 4: List and Description of Universal Tools Available to All Students

Universal Tools	Description
Breaks	<p>Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test.</p> <p>Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.</p> <p>The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p>
English Dictionary (for ELA performance task full-writes)	An English dictionary can be provided for the full-write portion of an ELA performance task. A full-write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are provided with test materials for a student's test form. Only glossaries provided with the test materials may be used.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Mark for review	Students may note items for further review after completing other items. Marks can be made in the test booklet, to avoid stray marks in the answer booklet that may interfere with scoring.
Scratch paper	<p>Scratch paper to make notes or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. A student can use an assistive technology device for scratch paper as long as the device is certified.</p> <p>Sessions 1 and 2: All scratch paper must be collected and securely destroyed at the end of each session to maintain test security.</p> <p>Performance Tasks: For performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.</p>
Strikethrough	Students may cross out answer options in their test booklets.
Thesaurus (for ELA performance task full-writes)	A thesaurus contains synonyms of terms that students can use while interacting with text included in the assessment. A full-write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table 5: List and Description of Designated Supports

Designated Supports	Description
Color overlays	Color transparencies are placed over a paper-based assessment.
Magnification	Students may use magnifying devices or take a large print version of the test.
Masking	Students may be provided materials to block off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Read aloud (for ELA items in Session 2 only, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Paper-Pencil Test Administration Manual</i> . All or portions of the content may be read aloud.
Scribe (For ELA non-writing items) (See Accommodations for writing)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Online Summative Test Administration Manual</i> .
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.

Table 6: List and Description of Accommodations

Accommodations	Description
Alternate Response Options	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation to respond to test items.
American Sign Language (ASL)	Test content is translated into ASL. ASL human signer signs the listening portions of the test.
Braille	Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available. Please note that the answer booklets will not be brailled. Administrators must transcribe student responses into the paper-pencil answer booklets.
Read Aloud (for ELA reading passages, grades 6–8 and High School; blind students in grades 3–8 and High School who do not yet have adequate Braille skills)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Paper-Pencil Test Administration Manual</i> . All or portions of the content may be read aloud.
Scribe (See Designated Supports for non-writing ELA)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Online Summative Test Administration Manual</i> .
Speech-To-Text	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.

APPENDIX B: ITEM TYPES

Item and response types

As students engage with the Summative Assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Resources are available that teachers and students can use to get ready for the test, including sample items and classroom activities. The sample items will be administered by Test Administrators prior to the beginning of Session 1 of each test; completing these items will provide students an opportunity to view and practice each of the item types. More information on classroom activities can be found on page 11 of this manual.

Summary of item types and how to provide responses

Table 7 lists the different item types and briefly describes each one.

Not all assessments will necessarily include all item types.

Table 7: Item and Scoring Types

Type of Item	Brief Description of Item Type
Multiple-choice, single-correct response	3- and 4-option multiple-choice
Multiple-choice, multiple-correct response	Multiple option selected responses
Two-part multiple-choice, with evidence responses	4-option multiple-choice followed by another 4–6 option multiple-choice using evidence
Matching-table response	Respond to a series of 2–4 statements/questions and bubble in a response for each
Short-text response	A brief written response of one or two paragraphs
Full-write	A multi-paragraph written response or essay

APPENDIX C: FREQUENTLY USED TERMS

Table 8 defines terms that are specific to the Summative Assessments.

Table 8: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Summative Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> on the portal.
Appeal	Authorized users may submit and view requests for resetting, reopening, or invalidating students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
Break	<p>A student may be provided breaks within a test session as needed.</p> <p>The number of items per session can be flexibly defined based on the student's need.</p> <p>Students may move about the classroom or take a short break outside to refocus.</p> <p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p> <p>Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.</p>

Term	Definition
Classroom Activity	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the Performance Task to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the Classroom Activity. An applicable Classroom Activity is required before the PT portion of the test. The PT should be administered within three days after the Classroom Activity. The Classroom Activity should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the Classroom Activity.
Designated Supports	Accessibility resources of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the School Test Coordinators (SCs) and TAs in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the State.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.

Term	Definition
Invalidation	<p>A specific appeal in the Appeals system. Invalidating a test in the Appeals system results in the omission of test results and student responses. Invalidation is often the outcome for assessments impacted by a test security incident.</p> <p>Permission for an invalidation is initiated through the Appeals process.</p>
Item	<p>A test question or stimulus presented to a student to elicit a response.</p>
Performance Task (PT)	<p>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.</p>
Reopen	<p>A specific appeal in the Appeals system. It applies to a test that has already been started.</p> <p>For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity.</p> <p>Permission for a reopen is initiated through the Appeals process.</p>
Reset	<p>A specific appeal in the Appeals system. Resetting a student's test.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP or if the student started a test and didn't have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through the Appeals process.</p>
School Test Coordinator (SC)	<p>School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.</p>

Term	Definition
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 15 and 90 minutes. However, Summative Assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.
State Student ID Number (SSIDs)	A statewide, unique student identifier. In some cases, this <i>may</i> be the same identifier used on other state assessments.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts for students to use for research or scenarios to react to.
Test Administrator (TA)	District or school personnel responsible for administering the Summative Assessments in a secure manner in compliance with the policies and procedures. The Summative Assessments should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Expanding the TA role to other individuals who receive the required test administration trainings is a decision made at the state level in accordance with state policy, protocol, or guidelines.
Test Security Incident	For additional information about security protocols, refer to Section 3.0 <i>Test Security</i> of the <i>Online Summative Test Administration Manual</i> .

Term	Definition
Testing Breach	<p>An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the District Test Coordinator (DC) and School Test Coordinator (SC) immediately.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improproprieties, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>
Testing Impropropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improproprieties, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>
Testing Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online Appeals system for resolution.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improproprieties, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>
Universal Tools	<p>Tools available to all students based on student preference and selection.</p> <p>See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at on the portal for complete information.</p>

APPENDIX D: INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE-PRINT

GENERAL

Test Administrators must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test. The Test Coordinator should provide Test Administrators with Braille and Large Print test kits as appropriate. The following materials are included in the Braille and Large Print test kits:

Braille test kits

- a cover sheet;
- a copy of these instructions;
- a grade-appropriate version of the following: a regular test booklet, a plastic-bound Braille test booklet, an answer booklet, and a packet of ancillary materials (transcriber's notes) on the inside back cover of the Braille booklets.

Large Print test kits

- a cover sheet;
- a copy of these instructions;
- a grade-appropriate version of the following: a Large Print test booklet, a Large Print answer booklet (if applicable), and a regular answer booklet.

STUDENT IDENTIFICATION

Print the student's name; county, district, and school code; and school name on the cover of the Braille or Large Print test booklet. Please note that responses in these test booklets will not be scored. All responses must be transcribed by the Test Administrator into the regular answer booklet. **If responses are not transcribed into a regular answer booklet they cannot be scored.** Regular answer booklets are enclosed in the Braille or Large Print kit. Affix the Pre-ID label to the front of the regular answer booklet and the Large Print answer booklet (if applicable). **Note that when Large Print answer booklets are used responses must still be transcribed into a regular answer booklet in order to be scored.**

INSTRUCTIONS

The administration directions that appear in the *Paper-Pencil Test Administration Manual* should be the basis for administering the Braille and Large Print versions of the test. However, some modifications to these instructions are required. The Test Administrator, with the assistance of the Test Coordinator, should review these directions before administering a Braille or Large Print test, and modify the instructions as needed considering specifications in the student's IEP. See the appendix, "Administering the Braille Version," in the *Paper-Pencil Test Administration Manual* for additional Braille administration instructions.

The Test Administrator should use the regular test booklet to answer questions about the directions that are included in the test. However, the Test Administrator **must not read or interpret** any test questions for the student. The regular test booklet is not to be copied or used for any purpose other than to administer the test.

The school security checklist must be used to record the distribution and collection of the Braille, Large Print, and regular test booklets.

TIMING

Test Administrator must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test.

RECORDING ANSWERS

Students with disabilities have the option to use accommodations for providing responses on this assessment. These accommodations allow students with disabilities to provide oral responses, taped responses, or written responses on paper besides the answer sheet provided with the assessment. These responses are then transcribed onto the regular answer booklet so that they can be scored. **If responses are not transcribed into a regular answer booklet they cannot be scored.** The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know Braille should transcribe Braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.
- When transcription is complete, student responses must be securely destroyed.
- Do not dispose of student responses by placing them in the trash.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been completed on the Student Answer Booklet with fidelity. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**

RETURNING TEST MATERIALS

Keep the transcribed answer booklet with the other used student answer booklets from the student's class. Return with scorable materials.

Collect all regular test booklets, Braille or Large Print test booklets, and Large Print answer booklets (if applicable). Return with non-scorable materials.

APPENDIX E: RECEIPT OF TEST MATERIALS AT A CENTRAL DISTRICT LOCATION

- Districts will be served by UPS for receipt and return of materials, unless otherwise communicated.
- Test materials will arrive at the district in boxes labeled with the Test Coordinator's name and shipping address. Each box label references the school name and is sequentially numbered.
- When test materials arrive, open the white, district Box 1. It contains the *District Packing List*, *District Security Checklist*, copies of the *School Packing List(s)*, the Return Kit, and other administrative material. This box may also contain secure test materials; please refer to the packing list.
- Find the *District Packing List* and *School Packing List(s)*. Use these sheets to sort boxes by building and verify that you have received all of the boxes. If you have not received all of the boxes indicated, please call the AIR Help Desk.
- Test materials are packaged by school and supplied based on the enrollment/material orders or the Pre-ID information submitted. The district overage materials are packaged separately. They are to be used if any school needs additional or replacement materials. **Note:** Materials are linked to your district and should not be shared with other districts.
- Distribute materials to the School Test Coordinators as early as possible to allow for timely replacement of damaged or missing items. Remind them to save the boxes the test materials came in to use for returning test materials after the test administration.
- Find your *District Security Checklist*. Use the *District Security Checklist* to verify your district overage. The serial numbers of all secure materials sent with the original order are recorded on the security checklist. Verify your overage as soon as possible after distributing materials to the buildings. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use at this time.**
- Find your Return Kit. It is in an envelope that can be found in the white district box. This kit contains:
 - Blue Scorable and Green Non-scorable return labels
 - UPS return shipping labels
 - Orange special handling envelopes
 - School header sheets
 - Return shipping instructions
- Instruct school coordinators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

Receipt of Test Materials in Schools

- Receive test material shipment. Each box label references your school name and is sequentially numbered.
- When test materials arrive, open Box 1, which contains the following:
 - *School packing list*
 - *School security checklist*
 - Pre-ID labels and blank print-on-demand labels
 - DO NOT SCORE labels (note the DO NOT SCORE labels for each grade appear on the banner page for each grade)
 - Return Shipping Kit
- Box 1 may also contain secure test materials. Refer to your *School Packing List*.
- Find your *School Security Checklist*. Use the *School Security Checklist* to verify your school order. The serial numbers of all secure material sent with the original order are recorded on the security checklist. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use at this time.**
- Compare types and quantities of materials received with your testing needs. Report **any** discrepancies to the AIR Help Desk **immediately**.
- Find your Return Kit. This kit contains:
 - Blue Scorable and Green Non-scorable return labels
 - UPS return shipping labels
 - Orange special handling envelopes
 - School header sheets
 - Return shipping instructions
- Place test materials in locked, secure storage.
- Save the box(es) your test materials were delivered in for returning materials when testing is completed.
- Conduct test orientation activities. Provide a copy of the *ELA and Math Paper/Pencil Administration Manual*, which are posted on the portal. Do not distribute copies of secure test materials at this time.
- Instruct test administrators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

APPENDIX F: PACKING MATERIALS FOR RETURN

Districts and schools are encouraged to return materials as early as possible following testing to expedite the scoring process. All test materials must be returned to Measurement Incorporated no later than **one week** after testing is complete. The Test Coordinator is responsible for arranging test materials pickup. Contact the AIR Help Desk if there are any problems packing or arranging for pickup.

PREPARATION:

- Place the following materials in the completed orange Special Handling Envelope(s):
 - Damaged answer booklets that are **not biohazards**. Responses from biohazard answer booklets should be transcribed into a clean answer booklet. Contact the AIR Help Desk to report biohazard answer booklets. Reported booklets can be securely destroyed according to state or district policies.
 - **Used** answer booklets that the school has invalidated by placing a **DO NOT SCORE** label on the front cover, lower left corner or by drawing a large, dark **X** over the student barcode label area on the front cover.
- Separate scorable, non-scorable, secure, and non-secure materials:
 - Organize scorable answer booklets into separate stacks by grade, then by subject, with a completed school header on top of each individual stack.
 - Verify all Braille and Large Print responses have been transcribed. **If responses are not transcribed into a regular answer booklet they cannot be scored.** Verify the student's name, test administrator, school, and district appear correctly on the front cover of the test booklet. Keep the transcribed answer booklet with the other scorable answer booklets organized by grade/subject.
 - Place a **DO NOT SCORE** label on individual non-scorable (i.e., blank, Pre-ID labeled) answer booklets. Shrink-wrapped, unused answer booklets and individual unused answer booklets without Pre-ID labels do not require **DO NOT SCORE** labels. Sort test booklets with non-scorable materials.
 - Non-secure materials include unused print-on-demand Pre-ID and box labels, printed test administration manuals, coordinator manuals, and directions for administration (if applicable).

PACKING SCORABLE MATERIALS:

- Pack answer booklets in the same boxes in which materials were shipped. If these boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation should **not** be used. Sturdy boxes are capable of holding 65-95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials secure.
 - A grade level/subject area for a school should not be split across boxes (e.g., all of grade 3 mathematics for a school should be in the same box). Place a completed school header on top of each grade level/subject area stack.

- After you have filled the first box, place the completed **Orange Special Handling Envelope** (if applicable) at the top of the contents of the box. Affix a Blue Scorable label to the **top** of this box and mark it “1.” The **Scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if you have five boxes, mark them “1 of 5,” “2 of 5,” and so on.
- Continue packing, affixing a **Blue Scorable label** to the **top** of **each** box containing scorable answer booklets.
- Seal the top and bottom of all boxes with three strips of plastic shipping tape.

PACKING NON-SCORABLE SECURE MATERIALS:

- Pack **all** test booklets and **unused** answer booklets securely in boxes. Include Large Print and Braille test booklets, Large Print answer booklets, printed copies of the *ELA Test Administrator Listening Transcript*, and foreign language CDs, if applicable.
- Affix a **Green Non-Scorable label** to the **top** of **all** boxes containing non-scorable secure materials. Record the number of each Non-scorable box and the total number of non-scorable boxes on the labels.

NON-SECURE MATERIALS

- The following materials should **not** be returned to Measurement Incorporated. Discard these materials according to state or district policies.
 - Unused print-on-demand Pre-ID and return shipping box labels
 - Printed test administration manuals, coordinator manuals, and directions for administration (if applicable).

RETURN PROCEDURES

Instructions for Returning Materials

Remove or black out any old shipping labels, including the original shipping barcode, and ensure boxes are sealed securely with shipping tape.

UPS PICKUP

- 1) Affix the UPS ground Package Return label (from return kit) directly on top of the original address label. If additional labels are needed contact the AIR Help Desk. **You must use the return shipping labels provided to you in order to guarantee that your boxes can be accurately tracked when you ship them to Measurement Incorporated.**
- 2) Retain the receipt tab, from the UPS ground Package Return label, for your records. Boxes can be tracked online at www.UPS.com or by calling 1-800-742-5877.

3) Contact UPS to arrange a pickup of your materials. There is no prescheduled pickup day. Materials must be returned no later than one week after testing is complete. Have your receipt tab(s) handy when you make your request. To initiate a return:

- Call UPS Customer Service: 1-800-742-5877; explain that you need a Package Pickup. Provide the quantity of boxes to be picked up.

OR

- Provide materials to your regular UPS driver if you have regularly scheduled UPS service.

COURIER PICKUP

- 1) Courier pickups have been arranged for special circumstances. You should return materials via UPS unless notified by your state or district that materials are to be returned via courier.
- 2) Ensure materials have been packed as described in the *Packing Materials for Return* section. Materials must be ready for pickup by the courier by 8:00 AM on the date communicated by your state or district.

Contact the AIR Help Desk if there are any problems packing or arranging for pickup.

